



# THE Literacy PROJECT

December 18, 2014

Nathaniel Malloy  
Amherst Planning Department  
Amherst Town Hall, 2<sup>nd</sup> Floor  
4 Boltwood Avenue  
Amherst, MA 01002

Greetings Mr. Malloy and the Amherst Planning Department,

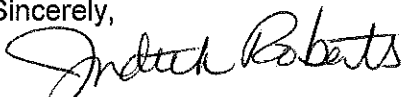
Enclosed is The Literacy Project's social service funding application for the Town of Amherst FY 2015 Community Development Block Grant.

We request funds for the Amherst site's Passport to Success: HiSET to Jobs Program to provide low- and moderate-income Amherst residents with free, comprehensive adult basic education services that help develop economy self-sufficiency (HiSET is the high school equivalency test now used in Massachusetts). Participants will have no high school credential and/or outdated post-secondary/job skills; in keeping with current trends, we expect over half to be immigrants who have attended ESOL classes are now ready to go on with their education in order to obtain better paying jobs. Participants will have access to academic classes and the services of The Education and Career Advisor. The Advisor provides individualized and group guidance and skill-building instruction to help participants stay (or enroll) in classes so they can pass the HiSET and prepare for post-secondary education/training and family-sustaining employment; the Advisor also helps participants to connect with critical emergency and preventive services to address other obstacles in their lives that can prevent or disrupt their pursuit of education and career goals.

Today's economy requires more than a high school credential to succeed, and those with no more than that experience much greater poverty rates. Moreover, computer literacy skills are now a must for college, work, and day-to-day life. With a 19-year history of providing adult literacy services (the only free program teaching adults basic math, reading and writing) in Amherst, TLP is well-positioned to provide Amherst's lower-income, lower-skilled residents with the academic instruction, skills training and guidance they critically need to pursue education and employment as a means to economic self-sufficiency. Their successes will benefit others' lives as well as their own, as they contribute more to their families, local workforce, and community.

We look forward to the possibility of working with the Town of Amherst to help keep the doors of opportunity open for Amherst residents who need to attain economic self-sufficiency. Thank you for your consideration.

Sincerely,



Judith Roberts, Executive Director

ADMINISTRATIVE OFFICE: 15 BANK ROW, SUITE C, GREENFIELD MA 01301

Phone/TTY: 413-774-3934 Fax 413-774-3946 [www.literacyproject.org](http://www.literacyproject.org)



*Supported by a grant from the Massachusetts Department of Elementary & Secondary Education. This material does not necessarily reflect the views or policies of the Massachusetts Department of Elementary & Secondary Education or the federal government..*

*Funded in part by Dept. of Housing and Community Development, Mass. CDBG Program.*

Original

**Cover Sheet – Social Service Activity**

AGENCY NAME: ; The Literacy Project, Inc.  
AGENCY ADDRESS: 15 Bank Row, Suite C, Greenfield MA 01301  
AGENCY PHONE NO: 413-774-3934 CONTACT PERSON: Judith Roberts, Exec. Dir  
CONTACT PERSON EMAIL: jroberts@literacyproject.org  
2015 CDBG FUNDING REQUEST: \$20,000

1. Project Name *Passport to Success: HiSET\* to Jobs Program*  
\*The Mass. Dept of Elementary and Secondary Education (DESE) now uses the HiSET high school equivalency exam in place of the GED.
2. Project Description (1-2 sentences)  
The Literacy Project (TLP) provides free, comprehensive adult literacy services to adults and out-of-school youth age 16 and over who have no high school credential and/or outdated skills, preventing them from pursuing college, family-sustaining employment, and full civic participation in the Amherst area. TLP is the only free provider of adult basic education (reading, writing and math) for adults without a high school credential in the Amherst area. TLP offers classes that serve student needs from basic reading, writing, and math through HiSET preparation, combined with computer literacy instruction and Career Pathways activities for planning for college and employment to attain economic self-sufficiency. Passport to Success: HiSET to Jobs project seeks funds to ensure student success in accessing college, vocational training, and jobs, by adding one-on-one Education and Career Advising hours to the existing program and enhancing Career Pathways classes.
3. Project Location (Street address)  
724 Main St.—The Literacy Project's Amherst site (at Jewish Community of Amherst) in East Amherst Village
4. Budget Request \$20,000
5. Type of Activity (check one):
  - ☐ Family stabilization
  - ☐ Youth development
  - ☒ Economic self-sufficiency (adult education)
  - ☐ Food and nutrition
  - ☐ Emergency & preventive services: rental assistance, fuel assistance, and shelter services.
  - ☐ Other – please explain
6. National Objective:  
Total number of beneficiaries (individuals served): 50 / at least 51% Amherst residents  
Total Low/Mod beneficiaries (individuals served): 50 / at least 51% Amherst residents

**Please submit responses to the following questions:**

**A. National Objective Description**

- Describe in detail how your project will meet a national objective and how it will be documented to ensure that participants meet low/moderate income requirements.

Limited clientele projects must document compliance by one of the following methods:

- For projects that do not provide “income payment” forms of assistance, beneficiaries may “self-declare” their eligibility, generally by completing and signing a form declaring household sizes and income ranges.
- For projects that offer income payments or subsidies, income must be documented.
- For projects where the user profile will be low- and moderate-income, a description of the profile must be presented so that the conclusion, without a doubt, will be to benefit low- and moderate- income persons.

*Passport to Success: HiSET to Jobs Program* will provide adult education services that lead to economic self-sufficiency for low-/moderate-income adults and out-of-school youth who have no high-school credential and/or outdated employment skills—known risk factors for poverty. To document income eligibility, we will gather information on annual household income and family size from each student using the attached form (or a form provided by Town of Amherst).

**B. Demonstrate Consistency with Community Development Strategy**

- Describe how the proposed project is consistent with the Community Development Strategy.
- To meet this threshold a proposed project must relate to a community development need or needs identified by the community in the Strategy, and must have been identified in the Strategy as a means to address the need.

The proposed project provides adult education services that help develop economic self-sufficiency. The project directly addresses the *FY2015 Community Services priorities* of employment counseling and financial literacy skill-building. Individualized case coordination services provided during teacher-student counseling and Education and Career Advising address other identified needs by helping students to connect with needed emergency and preventive services (e.g., services for drug abuse, mental health problems, food, rent, fuel, and shelter); overcoming these day-to-day obstacles enables students to focus on setting and pursuing education and career goals as a means to economic self-sufficiency.

Additionally, the “Sustainability” priority of the FY2015 Community Development Strategy indicates the need to “give special attention to diversity when addressing issues such as ... social services ...” TLP/Amherst’s student population reflects this diversity in terms of native language and race/ethnicity: in FY14, 53% of students were immigrants.

**C. Agency Information**

- Provide an overview of your organization, including length of time in existence, experience in successfully conducting activities for which funding is being sought, and skills and current services that reflect capacity for success.
- Explain your short-term goals and long-term goals.

The Literacy Project's mission is to provide adult basic education programs and opportunities that support participants to engage meaningfully and equitably in the economic, social, cultural and civic life of their communities. The Literacy Project (TLP) has been providing adult literacy services in western Mass. since 1984 and in Amherst since 1995. Since 2005, our transitions/Education and Career Advising services have provided intensive guidance to hundreds of students, helping them to overcome barriers that threaten their continuation of high school equivalency studies and to develop needed skills and community connections for pursuing next steps beyond a high school credential. We have successfully completed similar projects within contracted timeframes with a variety of funding, including several multi-year Mass. DESE grants, block grant funding for all other TLP classrooms, other state and federal funding, private foundation grants and community donations. TLP provides free, comprehensive adult basic education services that include:

- Academic classes at the basic literacy, pre-HiSET and HiSET levels and computer literacy classes with staff Teachers aided by trained Volunteers
- College and jobs preparation with the Education and Career Advisor (comprising individualized advising, a Career Pathways Class, other group instruction, workshops and field trips)
- Individualized problem-solving counseling with staff to overcome obstacles to pursuing education/career goals and connect with emergency/preventive services (as mentioned above)

For each beneficiary:

- The agency's short-term goals are to provide classroom instruction combined with individualized instructional help and advising to enable continual progress towards the HiSET, as demonstrated through ongoing assessment, and continual achievement of pre-defined education/career planning activities that constitute significant steps toward post-secondary education/training, employment, and increased civic participation.
- The agency's long-term goals are the achievement of pre-defined major outcomes leading to economic self-sufficiency: Passing the HiSET; Enrolling in college/vocational/job training; Obtaining work-related certification; Obtaining a job/raise/promotion.

#### **D. Project Budget Information**

- Provide a detailed budget for the proposed program to include program delivery and direct program costs, and include all sources of revenue and all expenses.
- Cite Sources of Other Project Funds. Other sources of funds are provided annually by MA DESE \$70,183 (TLP is in the 3<sup>rd</sup> year of a 5-year grant cycle and we assume continued funding; Franklin Hampshire Career Center \$10,671 (TLP is in the 1<sup>st</sup> year of a 3-year grant cycle), Hampshire United Way Partner Agency \$4167 (TLP is in the second year of 3-year grant cycle) and fundraising for donations \$18392 (which are going up by 26-30% per year).
- If applicable, describe and document the availability and source of matching or other

funds needed to complete the project. In-kind services are accepted only as directly related to the project. *In-kind services* are provided by classroom volunteers—in FY14, TLP/Amherst students benefited from 24 volunteers who donated a total of 1615 hours with an in-kind value of \$43,605.

- Document the experience of the provider, costs of comparable services and the process used to review the accuracy of the budget. As mentioned above, TLP has a history of successful completion of similar projects in its other classrooms within proposed budgets and timeframes. The total cost of serving the proposed program's 50 beneficiaries will be \$2500 per student per year. Budget process is based on detailed projections of salary by employee and analysis of past year's expenses and non-personnel items. Resulting expense budgets are compared to anticipated revenues to assure a balanced budget.
- Explain the qualifications of person who prepared the budget. The budget was prepared by TLP's executive director, Judith Roberts, who provides overall management, fiscal oversight and supervisory support to all TLP/Amherst staff including Sheila Murphy, Amherst site director. Ms. Roberts previously served as coordinator of workplace education at Center for New Americans, Northampton, and transitions director at CARE Center, Holyoke. She also has extensive business management background as president and general manager of two small businesses and sales and marketing manager for other area businesses.
- The current FY'15 agency budget and the budget for the proposed program are attached as well as annual audit revenue and expense from FY '14.

**Answers for Parts E—I must not exceed six (6) pages**

**E. Project Description**

- Please provide a summary of the proposed project. The summary should include a detailed scope of the total project, including the non-CDBG funded components.
- Demonstrate that the activity has been prioritized by the community at the local level.
- Include information on the number of individuals or families to be served and who they are, i.e. disabled, low-income, homeless, etc.

By providing adult education services that help develop economic self-sufficiency, the proposed project aligns with Amherst's 2015 CDBG social service priorities.

TLP/Amherst will provide the following services, as appropriate to each beneficiary, to 50 low-moderate-income beneficiaries, at least 51% of whom will be Amherst residents:

- 12 hours of academic classes a week for basic literacy students in math science, social studies, reading and writing
- 9 hours a week of academic classes for both pre-HiSET and HiSET students in math science, social studies, reading and writing
- A weekly 3-hour Career Pathways class for both pre- HiSET and HiSET students— activities include career exploration and planning for post-secondary education and employment. Academic activities in reading, writing, math and science are contextualized to work in the fields of health care, manufacturing, hospitality, and STEM (Science, Technology, Engineering, and Mathematics). Students also gain knowledge about local employers and jobs through guest speakers and field trips. Computer literacy skills are integrated into many of the activities, and students have time to complete paperwork to pursue college and jobs, such as job and financial aid applications. Activities also include job search and interviewing skills practice, development of financial management skills, such as budgeting, and learning about loans and credit, and development of “soft skills” such as time management, teamwork, decision making, and communication. Enhancements to this class such as field trips to employers would be part of the Passport to Success HiSET to Jobs program.
- 1 hour a week of Teacher time to provide as-needed individualized instructional help and counseling for educational success
- 4 hours a week of Education and Career Advisor time to provide individualized advising/group workshops/fieldtrips for college and job preparation—This represents Passport to Success: HiSET to Jobs program to ensure student success in accessing college, vocational training, and jobs, by adding one-on-one Education and Career Advising hours to the existing program
- Individualized student counseling as needed for overcoming barriers to pursuing education and career goals, by connecting students with other needed social services.

**F. Project Need**

- What is the need for the proposed project/program?
- Define the need or problem to be addressed by the proposed project. Explain why the project is important.

This project is important for providing access to free, comprehensive adult basic education

services to a largely low-income, undereducated population in need of an avenue for pursuing the education and career goals that lead to economic self-sufficiency. This population also often needs help to overcome other obstacles, mentioned above, so they can focus on their education and career plans; yet at the same time they often feel unconnected to their community, lacking the confidence and awareness to access the network of available services. For many, including non-native speakers of English who have moved beyond the ESOL level, it is TLP's combination of free tailored, supportive instruction and advising that opens the door to a more secure and productive future for themselves and their families.

The 2009–2013 American Community Survey (ACS) 5-year estimates for Amherst Center CDP indicates the following need:

- Of people age 25 and over, 150 (4.4%) lack a high school credential and 333 (9.7%) have no more than a high school credential.
- 8.9% of all families, 14% of all people 25 and over, and 34.1 % of all people had an income in the past 12 months below poverty level.
- Among those 25 and over living below poverty level in the past 12 months, 74.1% had a high school credential or less. The rates dropped to 17.3% with some college or an associate's degree, and to 8.5% with a bachelor's degree or higher.

TLP's computer literacy services meet the critical need of helping students bridge the digital divide in a time of "increasing presence of information and communication technologies in all areas of life" (OECD, PIAAC, fact sheet, <https://literacycoalition.files.wordpress.com/2014/08/adult-education-pays-for-bridging-the-digital-divide-8-20-14.pdf>). PIAAC's survey of adult skills found that "the social inequalities [related to the digital divide] experienced by vulnerable and underserved populations in the United States have remained, or worsened, since the economic downturn of 2008."

TLP is Amherst's only provider of free adult basic education classes combined with on-site advising to prepare those in need for the HiSET and beyond, putting them onto the path out of poverty. For our many immigrant students who often come to us with very little formal education, TLP picks up where ESOL services leave off, providing the next logical step in the pursuit of economic self-sufficiency and full participation in their new community.

#### **G. Community Involvement and Support**

- Demonstrate the involvement and opportunities available for the community and/or potential beneficiaries in the identification, planning and development of the proposed project.
- Define the process to be used to maintain involvement of the project beneficiaries in the implementation of the project.

During 2002-04, research by the Community Planning Partnership for Adult Education, funded by Mass. Dept. of Education, confirmed the need for adult education in this region—but that it should include academics combined with transitions support for preparing to move on to college and jobs. At the same time, TLP Teachers were seeing a demonstrated need for this comprehensive model. Over the years, TLP has adapted its programming in response to community need. For example: we initiated intensive transitions services (now called Education

and Career Advising) for youth in 2005 and then expanded these to older students in response to expressed requests; we started the new "Career Pathways" class for pre-GED/GED students in FY12 to provide a more structured approach to college and career planning; we started computer literacy classes in FY13. TLP also collaborates with other area agencies to remain responsive to community need; TLP/Amherst maintains ongoing contact with colleagues in the Amherst Human Services Network and the Council of Social Agencies of Hampshire County.

TLP maintains beneficiary involvement through:

- Intake procedures, ongoing testing and individualized counseling to assess each student's educational level, skill needs, education and career goals, and potential barriers to success
- Referrals and support for connecting with any needed emergency/preventive services
- Teacher responsiveness to student's expressed interests, learning styles, and academic strengths and challenges
- Classroom volunteers, who help provide the level of individualized attention and academic support that adult literacy students often require to persist and succeed
- Classroom notices about events and available TLP and other community services
- Student advisory councils allowing students input into site decisions and providing leadership opportunities
- Annual student surveys to gather feedback for continuous program improvements

#### **H. Project Feasibility**

- Why is the proposed project/program feasible?
- Demonstrate that the project is capable of proceeding at the time of award, can be effectively managed, and can be physically and financially accomplished within the grant period.
- Describe what evidence exists to show that the community at large or project beneficiaries will use the project. Include documentation of **demand** for the activity through summary descriptions of surveys, inquiries, waiting lists or past participation.
- Identify and describe the solicitation process used or applicable to the project.
- Identify the roles and responsibilities of all personnel involved in the project as well as internal controls.
- Citing past accomplishments, document that the agency has the necessary past expertise to conduct the activity and has successfully completed past activities with CDBG or other programs in a timely manner.
- Describe and identify the project milestones and timeline including unfinished project contracting and other project steps. State the duration of time needed for each milestone, and identify when each milestone will be completed.

TLP's long-term implementation of its comprehensive adult basic education model, discussed above, demonstrates project feasibility. Most recently, in FY14 TLP served 279 Enrolled Students and additionally those receiving Education and Career services, and 67 (24%) passed the GED, 13 enrolled in college/vocational training; 12 enrolled in job training; 36 obtained a job/raise/promotion; 7 obtained work-related certification.



TLP/Amherst is presently in operation and capable of proceeding at the time of the award. Existing staffing and TLP's multi-year DESE grant that covers most (but not all) TLP/Amherst costs will ensure physical and financial accomplishment within the grant period.

Past participation, intakes, and inquiries provide evidence of demand. In FY14, TLP/Amherst: served 53 enrolled students, 28 (53%) of whom were Amherst residents; conducted 38 intakes; and served 70 community members through program inquiries and other services (ranging from giving other social service referrals to administering a free pre-GED test). These numbers are similar to program averages for the preceding five years. Presently, TLP/Amherst classes are fully enrolled.

Solicitation is largely by referral, with word of mouth and local ESOL services typically the largest sources. Other solicitation sources include flyers/publicity and other local/government agencies, such as the Career Center, community colleges, library and public school.

#### Roles and Responsibilities:

**Site Director (SD) Sheila Murphy** (reports to the Executive Director conducts outreach, student intakes and assessments; supports and supervises instructional staff, and manages site reporting. Sheila manages both the Amherst and Northampton classrooms and is the career Pathways Coordinator for the agency. Previously she taught high school equivalency preparation and work readiness skills.

**Teacher Eileen Barry** (reports to the SD) teaches the basic literacy class, provides individualized education/career/life skills counseling and referrals to services as needed, tracks student activities and outcomes, maintains student progress files, and supervises classroom volunteers. Eileen is a resident of Amherst and has been teaching in the field of Adult Education for almost 30 years. Her training is focused on helping adults and families acquire academic skills necessary to obtain a high school equivalency and to enroll in higher education.

**Teacher and Education and Career Advisor Zoe Rosenthal** (reports to the SD) teaches the pre-HiSET and HiSET Preparation and Career Pathways classes, provides individualized education/career/ life skills counseling and referrals to services as needed, tracks student activities and outcomes, maintains student progress files, and supervises classroom volunteers. Zoe has lived and/or worked in Amherst for the last 20 years. She has over 15 years of literacy and special education experience including working in the Amherst public schools as an instructional assistant and a special education teacher in the Holyoke public schools. She is committed to empowering students to reach their personal goals through literacy development.

**Executive Director (ED)/Program Director Judith Roberts** (reports to the Board of Directors)—Provides fiscal and program oversight; Supervises Site Directors and Coordinators.

**Technology Coordinator Sara MacKay** (reports to the ED)—Provides computer/network maintenance and training .

**Volunteer Coordinator/Community Planning Coordinator Margaret Anderson** (reports to the ED)—Recruits, trains, and supports volunteers; Coordinates publicity and fundraising.

**Administrative Coordinator Susan Beech** (reporting to the ED) – Provides administrative assistance

**Internal Controls**—TLP contracts with Bruce D. Norling, CPA, P.C., whose firm provides an annual comprehensive fiscal audit. There were no findings from the FY14 audit. TLP's Board of Directors Treasurer is Haynes Turkle, Financial Planner.

TLP's history and expertise in providing comprehensive adult literacy services allows for successful project completion; the project timeframe allows TLP staff to help students set and meet achievable goals and objectives as their educational and personal readiness allows. TLP has provided adult literacy services in western Mass. since 1984 and in Amherst since 1995, and has provided intensive transitions/Education and Career Advising services since 2005. TLP has successfully completed similar projects within contracted timeframes with a variety of funding, including several multi-year Mass. DESE grants, block grant funding for all other TLP classrooms, other state and federal funding, private foundation grants and community donations.

**Project milestones and timeline:** The project timeline is July 1, 2015–June 30, 2016. By the end of the project: Approximately 17 students will pass the HiSET or achieve another major outcome (approximately 5 each in Q1 and Q4, 4 in Q2, and 3 in Q3); On average, each student served will complete 2 activities that indicate progress toward a major outcome.

## **I. Project Impact**

- What will be the impact of the proposed project/program?
- Describe the impact the activity will have on the specifically identified needs. What measurable improvements will result from the activity and will benefit the intended beneficiaries? How much of the need will be addressed?
  - Describe the changes in the target population that indicate the program's success. How will these changes be measured?
  - How will the impact of this service on individual clients be tracked over time?
- Define the direct and indirect outcomes that will result from the project.
- Identify quantitative and qualitative measures to determine that the outcomes are achieved.
- Will this service enable clients to become self-sufficient?
- How is this service linked to other human/social service programs in the community?

50 low- and moderate-income students (at least 51% Amherst residents), will make gains in academic skills needed to pass the HiSET and to enroll in college-level English and math, as well as gains in general college and job readiness skills. The services to the approximately 28 Amherst residents address approximately 6% of the need among the 483 residents age 25 and over who have a high school credential or less.

Measurable improvements include: *22 major outcomes*—pass the HiSET, enroll in

college/vocational/job training, obtain a job/raise/promotion/work-related certification; *149 students (2.5) activities per student) completing activities indicating progress toward major outcomes*—including develop goals and an action plan, do added HiSET preparation, develop college/job readiness skills (e.g., attend a college information session, apply for financial aid, search/apply for a job). These activities also include develop financial literacy, obtain a driver's permit/license and development of civic engagement and leadership skills (e.g., register to vote, vote, get/use a library card, meet with Town administrators).

Direct outcomes include the major outcomes and activities discussed above. A broad range of indirect outcomes result as the benefits from students' increased skills and community connections ripple out to their families, the local workforce, and the community. For example:

- Gaining a high school credential, obtaining post-secondary education/training, and getting a driver's license all improve the ability to obtain work, thus increasing income and the ability to contribute to the local tax base and business economy.
- Developing financial literacy skills improves the ability to use earned income in ways that promote personal and family stability.
- Increased educational levels among parenting adult literacy students enables them to improve their children's chances for school success (FY 2013 ABE Fact Sheet, Mass. Coalition for Adult Education), thus breaking the intergenerational cycle of school dropout and associated poverty.
- Increasing the skills and confidence of marginalized community members enables them to feel invested in their community and participate more meaningfully, such as by joining the local workforce, taking part in events, using the library, voting, and volunteering. Adequate adult literacy levels are also associated with improved health and decreased incarceration and recidivism rates, making for a healthier and safer community. (ABE Fact Sheet)

Quantitative measures include: Scale-scored, pre-and post-program assessments of participants' academic skills (educational progress is assessed using standardized DESE measurements, the Massachusetts Adult Proficiency Test [MAPT], HiSET pretests and passage rates, and DESE Curriculum Frameworks); The Accuplacer diagnostic tool to evaluate college readiness; Attendance records; Achievement of major outcomes and indicators of progress.

Qualitative measures include: Staff observation; Maintenance of meeting notes and other student/staff communications in student progress files; Daily and monthly written student self-assessments of progress toward goals.

For many of Amherst's undereducated residents, immigrant and native-born, TLP's services are a critical step on the path to self-sufficiency in an economy that requires more than a high school credential. Our collaborations with other community services enable this population to find TLP when they need us, and to access other services they need while they're with us, so they can succeed at TLP and move on with confidence to their next education and career goals.

## CERTIFICATE OF TAX COMPLIANCE

Pursuant to Massachusetts General Law chapter 62C, sec 49A, I hereby certify under penalties of perjury that, to the best of my knowledge and belief, I am in compliance with all laws of the Commonwealth relating to taxes, reporting of employees and contractors, and withholding and remitting child support.

04-2907-399

Social Security or Federal I.D. number

Gareth Roberts

Signature: Individual or Corporate Officer

12/18/14

Date

PLEASE PRINT

Corporate Name: The Literacy Project Inc

Address: 15 Bank Row

City, State, Zip Code: Greenfield MA 01301

### CERTIFICATE OF NON-COLLUSION

The undersigned certifies under penalties of perjury that this Proposal or proposal has been made and submitted in good faith and without collusion or fraud with any other person, business, partnership, corporation, union committee, club or other organization, entity or group of individuals.

12/18/14  
Date

Indith Roberts  
Signature of individual submitting Proposal or proposal

The Literacy Project  
Name of Business

15 Bank Row Greenfield MA 01301  
Address of Business

Attachment B

Account Short Title	FY 15 Budget Working
Agnes Lindsay	5,000.00
Bete Foundation	10,030.00
Beverage Fndtn	9,500.00
BFMC	25,000.00
BFMC-Libraries	7,355.00
BJ's	7,500.00
CFWM	20,000.00
DESE Career	80,034.00
DESE Direct	526,375.00
Donations&Other	95,000.00
Hall Foundation	5,000.00
MA Women's Home	5,000.00
Northmptn CDBG	9,000.00
Quaboag CDC	3,037.50
United Way	12,500.00
UWay Franklin	10,000.00
Ware CDBG	77,000.00
Revenue Total	907,331.50
Payroll	520,808.00
Fringe&Tax	156,583.77
Substitutes	6,000.00
Prof Services	46,373.20
Accnting Audit	8,850.00
Payroll Service	1,900.00
Stff trvl-train	8,252.00
Student Expense	14,000.00
Ed Supplies	27,582.50
Telephone	10,650.00
Copy/print	3,000.00
Postage	1,250.00
Office Expense	4,500.00
Interst Exp	1,310.00
Dues & Subscrpt	1,600.00
Equip Rpr -Rent	6,000.00
Rent	60,630.00
Facilitym Ops	13,549.65
Special Event	1,500.00
Corp Fees	3,500.00
Depreciation	2,463.00
Expense Total	900,302.12
Net	7,029.38

## PROJECT BUDGET FORM

Massachusetts CDBG Program FY15- Amherst - Human Service Funding Application

Program Name: The Literacy Project Passport to Success GED to Jobs Program

Program Period:

12 MONTHS

PERSONNEL Position:	Hourly Rate	Hours Per Week	# Weeks	Total Program Cost	CDBG Cost	DESE & United Way
GED Instructor/Advisor	\$ 20.50	16	40	12,710	8,355	4,355
Program Director	\$ 23.00	6	40	5,704	2,355	3,349
Site Director	\$ 21.00	19	40	16,275	-	16,275
Site Instructor	\$ 20.50	29	40	23,514	-	23,514
Technology Coordinator	\$ 23.00	12	40	11,408		11,408
Volunteer Coordinator	\$ 23.00	3	40	2,852		2,852
Substitutes				800		800
						-
<b>TOTAL SALARY</b>				<b>73,263</b>	<b>10,710</b>	<b>62,553</b>
Benefits at 13.3%				9,744	1,424	8,319
Taxes at 16.7%				12,235	1,789	10,446
<b>TOTAL PERSONNEL</b>				<b>95,241</b>	<b>13,924</b>	<b>81,318</b>
<b>ADMINISTRATIVE COSTS</b>						
Rent, utilities				9,517	1,500	8,017
Telephone				1,393	500	893
Insurance				700	300	400
Postage				133		133
Supplies and materials				5,000	750	4,250
Travel/mileage				2,000	750	1,250
Consultants				900		900
Accounting				3,299		3,299
Reproduction/printing				300		300
Advertising				250		250
Community events						-
other: Student Transportation				2,000	750	1,250
other: Field trips				500	500	-
other: GED test fees				1,067	579	488
other: Office Supplies				813	147	666
other: Student food				300	300	-
other: Operating expenses						-
<b>TOTAL ADMINISTRATIVE</b>				<b>28,172</b>	<b>6,076</b>	<b>22,096</b>
<b>TOTAL PROGRAM COSTS</b>				<b>123,413</b>	<b>20,000</b>	<b>103,414</b>



Attachment F

**Board of Directors, 2014-2015**

*As of November 17, 2014*

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*Funded in part by Dept. of Housing and Community Development, Mass. CDBG Program.*





# THE Literacy PROJECT

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## The Literacy Project Organizational Chart

Constituency: Adult learners and out-of-school youth age 16 and over  
in the Franklin/Hampshire counties region of western Massachusetts

